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ABSTRACT

This annotated bibliography identifies materials that focus on using service-learning as a tool for violence prevention. The references are divided into two broad categories: (1) "Discussions and Reports"; and (2) "Guides and Curricula." The bibliography contains more than 20 selections, including ERIC references, from the 1990s. It concludes with a list of eight organizations to contact for further information. (BT)

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Service-Learning as a Tool for Violence Prevention
An Annotated Topic Bibliography

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By
Ann Treacy

April 1999

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Service-Learning As A Tool For Violence Prevention
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Discussions and Reports

Educational Leadership. 52.5(1995).

February, 1995, *Educational Leadership* published an issue on "School Reform: What We've Learned". Many of the articles in this issue address the need for violence prevention and the role of service and service-learning in meeting the need for violence prevention.

"**Where Children Come First**" by Gretchen Lofland (pages 16-17) describes the *Comer School Development Program*, where teams develop programs that promote greater parental involvement in schools and prevention and intervention with regard to social service problems through programs developed by local stakeholders.

"**Breaking the Cycle of Conflict**" by Larry Brendtro and Nicholas Long (pages 52-56) speaks about the need to stop violence in the schools and provides a three-pronged approach. Specifically, the authors highlight the need for 1) primary prevention, 2) early intervention, and 3) reinvention of treatment. Service-learning strategies such as the teaching students to be peacemakers, peer mediators, and mentors are offered as solutions to violence. Students are recognized for their ability to reach other adult-wary students at-risk.

"**Why Violence Prevention Programs Don't Work – And What Does**" by David Johnson and Roger Johnson (pages63-68) states that "the best school programs in conflict resolution tend to follow six key principles". These principles are: 1) go beyond violence prevention to conflict resolution training, 2) don't attempt to eliminate all conflicts, 3) create a cooperative context, 4) decrease in-school risk factors, 5) use academic controversy to increase learning, and 6) teach all students to resolve conflicts constructively.

Hamby, John. Developing a Comprehensive Violence Prevention Plan: A Practical Guide. South Carolina: National Dropout Prevention Center, 1999.

This guide addresses all aspects of creating a schoolwide violence prevention plan. Service-learning is noted as a strategy for developing prosocial behaviors early in life, thereby reducing the need for later intervention.

Hess, Diana. "Violence Prevention and Service Learning." Social Education 61.5 (1997):279-281. (EJ554676)

Developing service-learning programs as part of a violence prevention program serves to educate students on the grave dangers of violence and to develop learned skills in an authentic setting. This article promotes aligning such programs with the Social Development Strategy, particularly ensuring that programs incorporate the following: meaningful activities; skill-based

instruction; recognition of student effort; and clear expectations for non-violent behaviors.

Hess notes some schools that have integrated successful programs such the ninth grade class at Bear Creek High School in Colorado. After learning about gun violence in a government class, students at Bear Creek organized a community forum on gun control that was attended by more than 300 people.

Hill, Marie Somers. "Making Students Part of the Safe Schools Solution." NASSP Bulletin 80.579 (1996):24-30.

Involving students in developing strategies for school safety builds the students' confidence, provides specialized training to the students, exposes students to positive and mutually beneficial relationships with authority, and creates innovative solutions to school-safety problems. Hill observes that service-learning leads to the same results and develops a sense of civic responsibility. However, teachers must appreciate the need to teach a sense of civic and personal responsibilities, service-learning can only enhance these attributes once they have been learned.

National Crime Prevention Council. National Service and Public Safety: Partnerships for Safer Communities. Washington, DC: National Crime Prevention Council, 1994.

There are countless opportunities to integrate national service and pubic safety, including neighborhood watch programs, mentoring to school age children, neighborhood cleanups, service to prison inmates, and outreach for at-risk youth. This document notes the potential of such opportunities; related agencies to network with for service; a directory of contact offices, agencies, and organizations related to public safety and community service; and tips on how to start a community service/public safety project. (Steve Herro)

Pereira, Carolyn and Ken Rodriguez. "Linking Violence Prevention and Good Social Studies: Research and Development". Social Education 61.5(1997):282-89. (EJ554677)

Reports on a series of programs designed to test the hypothesis that increasing student involvement in and understanding of social institutions combined with increased cognitive and social skills can decrease youth violence. The program combines law-related, conflict resolution, and service-learning components with qualitative and quantitative assessment.(ERIC)

School Safety and Violence Prevention Information. AskERIC. 28 Apr. 1999. http://ericir.syr.edu/Qa/hottopics/safety.html.

This is an annotated bibliography of web sites, electronic mailing lists, and ERIC guides, digests, citations, and clearinghouses that provide information on violence prevention and safety issues in schools.

Trebilcox, Patricia S. "S.O.S.: A Gifted Class Responds: Caring about Others". Gifted Child Today Magazine 20.5(1997):42-45. (EJ555535)

Describes how gifted middle school students have turned the tragedy of a college student's death into a positive opportunity to advocate for victim's rights and to help provide funding for educational programs on personal safety and violence prevention. The activities of the class and the benefits to students are described. (ERIC)

Guides and Curricula

Early Warning Timely Response: A Guide to Safe Schools[1], produced by the US Departments of Education and Justice, outlines the characteristics of a school that is safe and responsive to all children. Service and service-learning programs can help develop many of these characteristics. Below is an outline of these characteristics followed by specific service-learning programs that develop or support each characteristic.

Characteristic 1: Focus on Academic Achievement

Dillion, Peter and Robyn Van Riper. "**Students Teaching Students: A Model for Service and Study**". Equity & Excellence in Education 26.2(1993):48-52. Describes the community service learning (CSL) activities of the Students Teaching Students program at LEAD USA in Williamstown (Massachusetts), a program that lets students set their own learning goals and receive college credit for CSL.

Characteristic 2: Involve Families in Meaningful Ways

Anderson, Cordelia. **You're the One: A Book for Teens and Adults to Talk About How to Make the Peace**. Minnesota: Minnesota Department of Children, Families, & Learning, 1998. An interactive booklet to be used with youth and caring adult to explore small ways each person can prevent violence and promote peace in his own life.

Characteristic 3: Emphasize Positive Relationships among Students and Staff

Andress, Shelby. **Working Together for Youth: A Practical Guide for Individuals and Groups**. Minnesota: Lutheran Brotherhood, 1993. A step-by-step process for turning concern into action. The process involves three critical tasks: gathering information about problems and strengths of youth, building a shared vision of the future for youth, taking action to help achieve that future.

Characteristic 4: Discuss Safety Issues Openly

Kadel, Stephanie. **Reducing School Violence. Building a Framework for School Safety**. Florida: SERVE Florida, 1995. Designed to assist teachers, principals, administrators, resource officers, students, and parents in creating safe environments where learning is the primary focus.

Bilchik, Shay. **Promising Strategies to Reduce Gun Violence**. Washington DC: PhotoDisc, 1997. This reports addresses violence prevention, particularly increasing gun control. Includes summaries of successful programs, many of which incorporate youth in service, such as, "Teens on Target" in California where urban youth at-risk are trained to become advocates for violence prevention.

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[1] Available online at (http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html).

Characteristic 5: Treat Students with Equal Respect

Webb, Michael. **Peer Helping: A Model for Service Learning**. ERIC Clearinghouse on Urban Education, 1987. Research has shown that students benefit from relationships in which peers assume formal roles as tutors. For the tutored student, peer tutoring programs provide an opportunity to learn in a less threatening environment than the classroom. The student tutor reinforces his own academic skills, builds self-esteem and develops a sense of responsibility. The experience also fosters cross cultural and interracial awareness.

Characteristic 6: Create Ways for Students to Share their Concerns

Title IV Safe and Drug-Free Schools and Communities: Service Learning. Denver: RMC Corporation. This brochure highlights programs where youth at-risk have been involved with service-learning programs that promote school safety.

Characteristic 7: Help Children Feel Safe Expressing their Feelings

Conn, Edith Janell Rudd. **Conflict Management Techniques for Kindergarten through Fourth Grade**. Paper presented at the Research Colloquia, "Issues in Education" (Murray, KY, August 1989). (ED313116) An elementary school teacher discusses conflict management techniques appropriate for use with children in kindergarten through the fourth grade.

Characteristic 8: Offer Extended Day Programs for Children

Consultation on Afterschool Programs. Washington, DC: Carnegie Council on Adolescent Development, 1994. This guide explores the key issues in the development: sustain ability, and effectiveness of after-school programs including before school, weekends, and summers, and identifies federal strategies to promote effective programs.

Characteristic 9: Promote Good Citizenship and Character

Ryan, Kevin and Karen Bohlin**. Building Character in Schools: Practical Ways to Bring Moral Instruction to Life**. San Francisco: Jossey-Bass Publishers, 1998. Outlines the principles and strategies of effective character education and explain what schools must do to teach students the habits and dispositions that lead to responsible adulthood.

Characteristic 10: Identify and Assess Progress Toward Solutions

Lutheran Brotherhood. **Respecteen: Speak for Yourself**. Minnesota: Lutheran Brotherhood, 1997. This program helps young people become active citizens. Students learn how to communicate effectively with their members of Congress, to investigate and take positions on national issues, and to recognize how they can take action in order to solve problems.

Characteristic 11: Support Students in Making the Transition to Adult Life

Liebl-Kamenov , Michelle. **Youth Consultant Handbook**. First Edition. Minnesota: National Service-Learning Clearinghouse, 1998. The handbook describes existing models of youth peer consultants; skills needed for youth peer consulting; describes service-learning and its benefits; notes elements and models of youth/adult partnerships; and provides sample forms that can be used by youth peer consultants.

Organizations to Contact for Further Information

Close Up Foundation
44 Canal Center Plaza
Alexandria, VA 22314-1592
(703) 706-3512
http://www.closeup.org

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590
http://www.crf-usa.org

National Alliance for Safe Schools
4903 Edgemoor Lane, Suite 403
Bethesda, VA 20814
(301)654-2774
http://www.safeschools.org

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091-1598
(703)860-0200
http://www.nassp.org

National Dropout Prevention Center
College of Health, Edu., and Human Dev't
209 Martin Street
Clemson University
Clemson, SC 29634-0726
(864)656-2599
http://www.dropoutprevention.org

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Northwest Regional Educational Laboratory
101 SW Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500
http://www.nwrel.org/

Youth Service California
754 Sir Francis Drake Blvd., Suite 8
San Anselmo, CA 94960
(415) 257-3500
http://www.yscal.org

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December 30, 1999

Dear Linda,

Happy New Year. I am sending a number of items from the National Service-Learning Clearinghouse, an ERIC adjunct. These are all items that we have created. I hope that you will feel that they are good additions to the collection. I will be working in January to gather items from other publishers on service-learning. Please feel free to contact me (612-624-3653 atreacy@tc.umn.edu) if there are particular item that you would like to receive.

Enclosed you should find ten documents and reproduction release forms.

Thank you,

Ann Treacy
Librarian